

Outcomes Report: Assessing Information Competency in an Upper Division Course

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Purpose

The outcomes project was designed to assess if students in a 300 level course demonstrated the core ability of information competency. The project specifically assessed the core ability of students demonstrating “the ability to access, evaluate, and ethically apply information from a variety of sources, tools, and contexts” and “graduates will demonstrate the ability to determine the nature and extent of the information needed”. The project assessed students in a hybrid class, *Culture, Health, and Healing* (Anthropology 335), with 21 students enrolled during Fall Quarter 2007. The research team, which consisted of a full-time Anthropology faculty, Dr. Caroline Hartse, and a full-time librarian, Judith Cunneen, designed the project because they wanted to know if students were acquiring this core ability and also what kinds of improvements could be made in the delivery of research sources so that students could acquire this core ability. The research team assessed students’ abilities to access subscription data bases (e.g. ProQuest and Ebsco), their ability to evaluate the information they accessed, and their ability to ethically apply the information (e.g. citing sources fully and properly using APA). Because the class was 300 level, a number of the enrolled students had already earned an associates degree, and the team assessed if these students had mastered information competency at higher levels than students who were still working on their associates. In addition, some of the students were dual enrolled at UW Tacoma and OC as BSN students and these students had access to UW’s larger and more specialized databases than the OC only students. The research team wanted to compare the selection of databases and sources selected by the two types of students. The project was designed so that data collected could help the library in its delivery of databases, as well as helping the instructor in terms of designing future assignments for lower and upper division courses in anthropology. Like all outcomes and research projects, other critical issues and challenges arose during data collection and we will include these, as well as our findings, in this report.

Methods

The research team used a combination of methods. First, students were required to write an autobiography that included if they had earned an AAS, ADN, or other degree(s) and when and where they earned the degree(s). In addition, we asked for other autobiographical information such as whether or not students had taken anthropology classes, what their work experiences were, what their reasons were for taking the course, and were they dual enrolled at UW Tacoma and OC. This academic and employment background, as well as education and career goals, allowed the research team to develop baseline data concerning the students so that we would be able to determine the different levels student should be at in regards to the core abilities as well as how many students would have access to UW databases and how many to OC databases only.

Second, at the beginning of the quarter, the librarian was introduced to the class. We explained the outcomes project to the class and explained that the students could contact the librarian (by phone, e-mail, Blackboard classroom, or in person) with any

library research questions they had throughout the quarter. In addition, when students wrote their autobiographies at the beginning of the quarter, they were also required to ask a question concerning library research, and the librarian answered each student's question. We included this assignment so that students would be encouraged and comfortable with interacting and asking the librarian research questions. Throughout the quarter, the librarian kept a record of all of the questions she received. In addition, we posted examples of database searches, interlibrary loan information, and APA format throughout the quarter. The information and examples were posted on the announcement board of the classroom for students to review. We encouraged students to ask questions about library research.

Third, the instructor evaluated a series of short written assignments and one lengthy assignment focused on topics related to the quarterly readings of the class. These assignments began in the second week of the quarter and continued throughout the term. The assignments required students to use databases to access and evaluate scholarly articles related to the course readings. Students did have the option to search the internet for articles, but were encouraged to use databases. The students were required to use APA format for documentation. The first four assignments were short and students had to find, summarize, and critically evaluate articles. The students then shared and discussed their article research and findings within their assigned groups. These assignments were posted on their Group Discussion Board. The instructor monitored and evaluated these assignments. At the end of the term, the students were assigned a lengthier critical essay in which they combined the research skills they had been learning and using throughout the term. This longer assignment was evaluated by the instructor.

Fourth, we administered a questionnaire at the end of the quarter after students had completed the course. The survey consisted of 25 questions and asked students

- what databases they used that were available through OC and/or what databases the UW Tacoma students used through the UW;
- if they used interlibrary loan during the quarter;
- if they learned how to access and evaluate scholarly sources or if they already knew how to access and evaluate scholarly sources;
- to answer research scenario questions in order to evaluate their knowledge of library and database research.

For a copy of the end of the quarter questionnaire, see the Appendix.

Findings

When the class began, 22 students were enrolled and by the tenth day there were 21. 19 students completed and passed the course. The two students who dropped did so before the first exam. The findings, therefore, are based on the 19 students who completed the course.

In terms of students' autobiographies, 12 were dual enrolled at OC and UW Tacoma in the BSN program. All these students had ADN degrees and some had other additional two year degrees (AAS) or certificates. The majority had earned an ADN from OC. 7 students were only OC enrolled and not in the BSN program (though all of

these students were going into medical related professions or anthropology). Of these 7, two had associates degrees (one from OC and one from another institution), while the other 5 did not, but they were expecting to earn their associates in the next two quarters. Therefore, we had a good sample of different types of students in the class and we were especially interested in comparing how students accessed and used resources at OC and UW (for those dual enrolled).

In terms of survey findings, we asked students a number of questions at the end of the quarter. 18 of the 19 students completed the survey. Of the 18 respondents, 11 were dual enrolled and 7 were enrolled at OC only.

First, we asked dual enrolled students specific questions about their use of both the UW and OC libraries and databases. 10 of the 11 used the UW databases frequently. They accessed a number of databases at UW including Proquest, Proquest Medical Library, Ebsco, Cinahl, AnthroSource, Anthropology Literature, Expanded Academic Index, Webs of Science, Health Links E-Journals, Ovid, and Science Digest. While OC does subscribe to Proquest, Ebsco, and Cinahl databases, some of the dual enrolled students noted that the UW versions of these databases offered recent and more full text articles and so they preferred to use the UW versions of the databases. In addition, the other databases they listed were not available through OC.

While the dual enrolled students used UW databases (via the internet) extensively, they did not ask the UW librarians questions. No student phoned or emailed the UW librarians. With the exception of one student who checked out some books at UW, the students did not use the UW libraries for other resources (beyond the electronic databases). In terms of accessing the UW libraries, the dual enrolled students used the internet/UW libraries website. Only one student went in person to the UW library.

We then asked a series of questions that both dual enrolled and OC enrolled students answered. 100% of the respondents said they used the OC databases. Of these, 11 used them frequently and 7 used them but not as frequently. The students used Proquest, Ebsco, and Cinahl. We also gave students links to free databases (including PubMed and PLoS Medicine) and 12 marked that they used the free databases. Half of all the students stated that in addition to using the databases, they used the OC library to check out books and journals, watch videos, and access articles on electronic reserve. No students used interlibrary loan throughout the quarter. They stated that the quarter was too short and with short biweekly assignments due, they wanted to use databases with full text articles for quick access. So even though there was not enough time for students to avail themselves of Interlibrary Loan services, the fact that they were made aware of this service could be seen in their answers to survey questions at the end of the quarter.

15 of the 18 students asked the OC librarians for help during the quarter. All comments about the help they received from the OC librarians were positive. Most frequently, students accessed the library using the internet and going in person. Students did respond that they phoned and e-mailed but the majority most frequently accessed the library from the internet and in person.

At the beginning of the quarter students were assigned to ask Judith Cunneen library research questions, and Judith answered all the questions. (See below for more discussion concerning these questions.) 17 of the 18 students answered that they used Judith's answers to help them throughout the quarter. One student marked she/he did not know.

Students did use other libraries in addition to OC (and UW). 6 of the 18 used local libraries including Kitsap Regional, Pierce County, William Reed Library in Shelton, and Timberland in Mason County.

We asked students what kinds of databases and resources they would like to see at OC in the future. Three stated to expand medical databases, one stated to expand Cinahl, two stated to expand Proquest, three recommended AnthroSource, and four recommended that OC make PubMed (which is a free database) available.

In terms of how the students viewed themselves as researchers, the majority (15 of 18) stated they were more confident by the end of the quarter with using the library and databases. Three of the students made comments that they had experience using databases before this particular class, so felt comfortable with the research from the beginning of the course. When given a research scenario and asked how they would approach the research topic, the majority of students gave detailed steps on how to use the databases.

We also included a scenario in the form of a narrative in which a person finds an article through a database. We then asked students to create an APA citation for the article based on the information they culled from the narrative. This question proved difficult for some students. 7 of the 18 did an excellent job, giving the full citation using APA, 10 of the 18 had some errors but generally followed APA, and one of the 18 created a citation that was not anything like APA. So the majority generally understood the basics of APA citation format, though small errors in format were present. We were curious about the answers students gave. Students did have the choice to access APA websites while taking the survey or save answers and go back to the survey later after checking resources.

In regard to the questions the students asked the librarian as part of an assignment the first week of the quarter, there were some excellent questions concerning the OC databases, as well as questions regarding evaluating sources. The students, whether dual enrolled or only enrolled at OC, asked generally the same types of questions. OC students were just as likely to ask about a particular database and how it might be used in the course, as the dual enrolled students, who may not have been in school for a decade or more. For example, an OC only student asked about using Google for research, and a dual enrolled student asked about the many search engines that were available, and which would be the best to use for research. Some of the students' questions showed they had already used the library's periodical databases and needed clarification as to how to access an entire document, or how long would it take for an article to appear in a database. The librarian used each of her answers to all the questions as teaching points, knowing that all the students would read the answers. There were some very thoughtful questions from both groups of students that showed they had looked at the OC library homepage, and were already thinking about possible future assignments. Since all students had access to the questions and answers, the upfront explanations about the differences between paid subscription databases and the free web were probably of most value to students throughout the rest of the quarter.

In addition to the questions students asked about library research during the first week, during the remainder of the quarter students availed themselves of assistance from the OC librarians. Although the library had recently subscribed to the online version of CINAHL –Full Text, this database proved to be too limited to adequately answer research

questions with an anthropological bent. The OC librarians used PubMed to assist students, and also encouraged the dual enrolled students to use the databases available to them through the University of Washington. One question that elicited help from at least two librarians concerned cross-cultural issues in the treatment of epilepsy. Students also were frustrated when they found only an abstract of an article available on their topic in the OC databases. The OC librarians also helped some students with searching the UW library databases. The students could link to the UW and then the librarian could help them. This is interesting since our survey found that no dual enrolled students asked UW librarians for help. This shows that the OC librarians were adept at helping the dual enrolled students as much as they helped the OC only students.

The findings for the shorter research assignments and the lengthy critical essay due at the end of the quarter were interesting. Generally, the students who were conscientious on the short assignments did well on the research and citations for the longer paper. The articles they found, evaluated, and cited were appropriate. If they were unsure, they would send the article to the instructor and ask for feedback before posting their summaries. It appears that if students review and learn the research and citation process for the first one or two assignments, then they tend to follow through all quarter. There were some exceptions to this pattern. A couple of students who had done a good job using APA on shorter assignments did not use APA (which was required) fully and properly on the longer assignment. They did cite using other formats, however. The instructor is unsure why this happened. Since the lengthy paper was due at the end of the quarter and many students were enrolled in two or three other classes, they may have run out of time and not edited and checked citations carefully like they did earlier in the quarter on the shorter assignments. If students had difficulty with research and citations on the short assignments and they did not understand and use APA format early on (within the first two assignments), then they seemed to struggle with finding articles and with citation format all quarter. For example, there were two students who had difficulty on the short assignments with APA and research. Even with feedback and comments, these two students continued to have the problems throughout the quarter.

In general, the majority of students found relevant articles and used APA format on the short assignments. On the lengthy critical essay, the majority of students did cite, and yet as the instructor found a small percent of students did an outstanding job using APA. The other students did cite their sources and were aware of the importance of citing, but that they had minor errors in the formatting of citations. This same pattern was also reflected in the survey question in which students were given a scenario and asked to create a citation using APA. The majority of students used APA, but a certain percent have minor errors in the formatting.

Also, students who had access to the UW databases had an easier time finding articles that were reflective of the cultural issues in the class. This does not mean that OC only students did not find articles. The use of the free database PubMed helped all students. However, the dual enrolled students' articles (many of which were from AnthroSource) were typically more cross-cultural and anthropological in nature.

Use of Results:

The library has already incorporated three of the database suggestions students made when they completed the survey given at the end of the quarter. A link to PubMed was placed on the "Finding Articles" portion of the library's web page. In conjunction with this, one of the librarians is currently working on linking PubMed citations to the full text in the OC databases, in order to lower the frustration level students have experienced in database searching. The library has also subscribed to AnthroSource, a collection of 15 journals published by the American Anthropological Association. Students enrolled in anthropology courses (or other social science courses) in the future will be much better served because of this. The library is taking other suggestions very seriously, and in fact, has subscribed to another Nursing database called the Cochrane Library.

In all anthropology classes, research assignments (some short, some lengthy) are required. Therefore, the data and interpretation from this project have already had a direct impact on how the instructor designs assignments and teaches courses. For example, the instructor has integrated more database research assignments in the courses she will teach for Spring 2008 (Anthropology 201, 203, and 205). As a result of this outcomes project, the instructor plans to incorporate more database research in all her courses at OC. With the OC library subscribing to AnthroSource, students will have greater access to anthropological articles.

Discussion and Conclusion

One of the most significant issues we both found throughout the quarter is the need for OC students to have access to more and comprehensive academic databases. While OC does provide databases, they are generally databases packaged for a community college. Yet with the BSN program and the offering of upper division subject electives, the current OC databases do not meet the academic research needs for upper division students. OC is in an unusual position as it is a community college, but now offering a Bachelors degree. We both think the state needs to provide more funding to OC so that the library can subscribe to more academic databases. An even better solution would be that the state needs to seriously consider allowing OC (ideally all public colleges in the state, but especially OC since it is offering a Bachelors degree program now) to have access to UW's databases. In the long run, this would actually be a more efficient use of state money and also benefit more students within the state.

Another point of discussion is how to incorporate more research opportunities into a variety of classes at OC so that students become very proficient at database research. Creative assignments are needed in order to allow students to complete enough assignments so that they become comfortable with the research process. With the shortness of a quarter, many students do not want to use interlibrary loan, but need access to full text articles to meet deadlines. In addition, citing sources is extremely important, and the majority of students understand the importance, yet many students do not use complete and proper format. Since completing this project, Dr. Hartse has discussed this topic with one other social science faculty and the faculty member has observed the same pattern concerning how her students cite sources (with APA). This is a difficult area

because many faculty are probably focused on the course and paper content, yet should all instructors (English or otherwise) be formally teaching citation format? How could this been done so as not to draw time away from crucial course content?

We both found that students with two year degrees (whether ADN or AAS) did not know how to do research more effectively than students who were still working on their AAS. This gap may be because many of the students who had ADN's had not been in school for some time; there was a significant gap since they had earned their degrees. In addition, students who were returning to school after many years struggled with computers and databases more so than students who were in the process of finishing an AAS. This was probably because the current students had been using computers and the OC library recently. But a couple of issues arise. How do graduates stay current with technologies and databases after graduation, and should OC offer some kind of orientation to computers and databases for returning students? Is the learning process as effective if the students simply sign up for subject classes for their degree and have to learn the computers skills on their own as they are dealing with the subject material and class requirements?

We both found this project extremely interesting and beneficial. We both learned much from this project and were pleased that students stated that by the end of the quarter they were much more confident with library research.

Assessment Statistics Survey

Name: Survey

Number of Attempts: 18

Instructions: Read and follow directions carefully. Answer all the questions that apply to you. There are 25 questions. You may be asked to skip some questions. You can exit and re-enter this survey. Be sure to save your answers. When you finish, save your answers and then submit your survey. Thank you!

Question 1 Multiple Answer

Are you in the BSN program and classes (dual enrolled at OC and UWT) or are you an OC student taking Anthropology 335 (and possibly other classes at OC)?

Answers	Percent Answered
I am an OC and UWT student dual enrolled. (If you check this box, please answer all the questions in the survey).	61.111%
I am an OC student. (If you check this box, skip questions 2-8 and then answer questions 9-25).	38.889%

Question 2 Multiple Answer

If you are a UWT and OC student, did you use the UW library databases for your research assignments?

Answers	Percent Answered
Yes, frequently	55.556%
Yes, infrequently	0%
No	5.556%

Question 3 Short Answer

Can you list the titles of the UW databases you used for your research, regardless of the specific course (Nursing, Anthropology, etc.)? Please list in the space provided.

Unanswered Responses

9

Given Answers

Proquest, Cinahl, ebSCO host

pubmed, web of science, cinahl plus, healthlinks ejournals, proquest medical library, expanded academic index, anthrosource, anthro literature, ovid, ebSCOhost

Proquest, Esbcot (?), Pubmed, Plos

Anthrosource, pubmed, and Cinahl

Proquest, ebSCOhost, science digest. Proquest was my favorite, I was able to find several up to date articles, save them and they would list the citation similar to APA form.

Proqwest

Proquest, Cinahl plus, Pubmed

pubmed, cinahl, proquest, anthrosource
jstor, cinahl, ebSCO

Question 4 Multiple Answer

Did you access any other types of materials through the UW Libraries (e.g. books, government publications, etc.)?

Answers	Percent Answered
Yes	16.667%
No	50%

Question 5 Short Answer

If you answered yes to the above question, please list any other types of materials (books, government documents, etc.) from the UW libraries in the space provided.

Unanswered Responses

15

Given Answers

I accessed and printed off multiple articles needed for research for both of my classes.

books

none used this quarter

Question 6 Multiple Answer

Did the librarians at UW libraries help you in any way during the quarter?

Answers	Percent Answered
Yes	11.111%
No	55.556%

Question 7 Short Answer

If you answered yes to the above question, please explain in the space provided.

Unanswered Responses

16

Given Answers

no librarians were needed this quarter

Once I learned how to access and search for articles, I was able to find up to date articles about my research topic. I had to have original clinical trials and they needed to be recent trials to have the essay I was doing have current, credible information in it.

Question 8 Multiple Answer

What method(s) did you use to access the UW libraries? (Check all that apply)

Answers	Percent Answered
Internet	50%
In person (went to a UW campus)	5.556%
Phone	0%
Email	0%

Question 9 Multiple Answer

Did you use the databases through the OC libraries? (All students answer this question and the remaining questions.)

Answers	Percent Answered
Yes, frequently	61.111%
Yes, infrequently	38.889%
No	0%

Question 10 Short Answer

If you answered yes to the above question, please list the titles of the OC databases used in your research. Please list in the space provided.

Unanswered Responses

1

Given Answers

Ebscohost or Proquest for their article databases.

proquest, ebscohost

same as above

Proqwest

Proquest.

Proquest, and intranet, Pub med, Plos

cinahl

I don't remember the site, I only went to it once and it did not have as many articles available and they were not as current.

ebcso, cinahl

proquest, and Ebscohot's reasearch database

Questia--www.questia.com-Social Consequences of Malnutrition Michael M.O. Seipel-I did not use this article but I considered it.

because of the material- it would be easy to tell who filled this out if resources used were written here and this is not anonymous

proquest

EbscoHost and Proquest. PubMed.gov is another database I used.

ProQuest
 Proquest
 Didn't use any of the articles I found through the databases.
 pubmed and cinahl

Question 11 Multiple Answer

Did you access any other types of materials through the OC Libraries (e.g. books, videos, etc.)?

Answers	Percent Answered
Yes	50%
No	50%

Question 12 Short Answer

If you answered yes to the above question, please list any other types of material you used from the OC Libraries in the space provided.

Unanswered Responses

9

Given Answers

nursing journals

I checked a book out that was on reserve for my term paper in cultural anthropology.

checked out a book

Books and journals. However i did not like that they were in reserve for only two weeks. Two weeks were not enough to finish the work I needed to have done. I needed more time than that.

I accessed articles that they had on electronic reserve. I also accessed books for projects and essays we were writing.

book- I placed a hold online. It worked great.

I checked out books from the library for a essay in Anthropology

Videos and books

reserved electronic articles

Question 13 Multiple Answer

Did the librarians at the OC Libraries help you in any way during the quarter?

Answers	Percent Answered
Yes	83.333%
No	16.667%

Question 14 Short Answer

If you answered yes to the above question, please explain in the space provided.

Unanswered Responses

4

Given Answers

Judith and Michael helped me locate a book that was to be on reserve for me at the library for my anthropology class.

When I need help finding articles or anything through the library system, I quickly would email Judith Cunneen and ask her for help on finding something. She was very helpful and seemed like she was always there when I needed her.

responded to emails, also gave input based on issues that were referred by the professors assisted in gathering the correct articles for projects. Was available for questions regarding research

yes, they answer questions in how to perform a research

Always available to answer questions and proved to be a valuable resource.

Judith and Leslie were very helpful when I had research questions and finding articles for my assignments. They helped me utilize the databases to the fullest extent. They also were very available, if not in the library then by email.

Word usage during searches and passwords.

finding certain books and narrowing down searches

The librarian that assisted our class (Judith) helped me with a question on determining if information is factual.

helped me search for a book i wanted

Emailed one evening asking for help, OC Librarian responded within 24 hours and assisted with my initial search to get me started, helped out at the library several times with search suggestions, they were great!

Judith answered questions throughout the quarter.

she helped figure out how to find research articles

Question 15 Multiple Answer

What method(s) did you use to access the OC libraries? (Check all that apply)

Answers	Percent Answered
Internet	83.333%
In person (went to an OC campus)	83.333%
Phone	5.556%
Email	22.222%

Question 16 Multiple Answer

In the first assignment for Anthropology 335, you were each required to ask the librarian a research question. She answered the questions. Did your question and her answer help you in your later research during the quarter?

Answers	Percent Answered
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No

33.333%

Question 21 Short Answer

If you answered yes to the above question, please list the free internet databases that you used in the space provided.

Unanswered Responses

5

Given Answers

i did not used these databases this quarter

both the PubMed and the PLoS Medicine I used for research

Pub Med and Ebsco

I used almost everything I could find a link to including those listed above. I also googled some of the anthropologists listed for the last assignment and found their works that way.

Pubmed.

Pubmed, PlosA

I used pubmed once for a article I needed for anthropology.

pubmed through uw library

pubmed

pubmed, anthrosource and cinahl.

PubMed and PLoS Med.

Pubmed

PubMed was really helpful!

Question 22 Short Answer

Read the following research scenario. After you finish, use the space provided and write an APA citation for the article based on the information provided. On October 20, 2007, Sarah did research to find an article concerning childhood obesity for her anthropology class. She searched the Expanded Academic ASAP database. In that database, she found an article titled Assessment and Management of Childhood Obesity. She noted the database article identification number was A593218726. The article was originally published in *Journal of Experimental Psychology* in 2006. It was in volume 55 of the Journal and was on pages 1-21. The author of the article was Jane Doe. It was the exact article Sarah was looking for so she summarized the article and submitted her assignment.

Unanswered Responses

1

Given Answers

Doe, Jane. (2006) Assessment and Management of Childhood Obesity. *Journal of Experimental Psychology*, 55, 1-21. Expanded Academic ASAP database.

Doe, J. (2006). Assessment and management of childhood obesity. *Journal of Experimental Psychology*, A593218726. Retrieved October 20, 2007, from Expanded Academic ASAP database.

Doe, J. (2006) Assessment and Management of Childhood Obesity. [elctronic] Journal of Experimental Psychology, Vol.55. Retrieved October 20, 2007, from Expanded Academic ASAP database.

Article referance- Originall Published by Journal of Experimental Psychology volume 55 pages 1-21 by Jane Doe

Doe, Jane. "Assessment and Management of Childhood Obesity." *Journal of Experimental Psychology*, 2006. Vol. 55, p. 1-21. Retrieved October 20 2007 from Expanded Academic ASAP database.

Doe, J. (2006). Assesment and management of childhood obesity. Journal of Experimental Psychology, V. 55. Pages 1-21. Retreived on October 20, 2007. Expanded Academic ASAOP: A593218726.

Doe, J. (2006) Assessment and management of childhood obesity. Journal of Experimentl Psychology, A593218726, (55), 1-21. Retrieved October 20, 2007. Expanded Academic ASAP

Doe, Jane. Assesment and Management of Childhood Obesity. Journal of Experimental Psychology in 2006 Vol 55, Pg 1-21. Retrieved from Expanded Academic ASAP database Oct. 20, 2007.

Doe, J. (2006). Assessment and Management of Childhood Obesity. Journal of Experimental Psychology, Volume 55, pp. 1-21.

Doe, J. (2006). Assessment and management of childhood obesity [Electronic version]. Journal of Experimental Psychology, 55, 1-21.

I could not get the title of the journal to italicize, even tried copying a Word document.

Doe, J. (2006). Assessment and management of childhood obesity. Journal of Experimental Psychology, 55, 1-21. Retrieved October 20, 2007 from the Expanded Academic ASAP database.

(***)I was unable to italicize the journal name in this box and also not able to indent the additional lines of the reference)

Doe, J. (2006). Assessment and management of childhood obesity. Journal of Experimental Psychology, (55) 1-21. Retrieved October 20, 2007, from Expanded Academic ASAP database.

Doe, J. (2006). Assessment and Management of Childhood Obesity. Journal of Experimental Psychology, 55, 1-21. Retrieved October 20, 2007, from Expanded Academic ASAP database (A593218726).

Doe, J., (2006). Assessment and Management of Childhood Obesity. *Journal of Experimental Psychology*, 55, 1-21. Retrieved December 9, 2007, from Expanded Academic ASAP database. (Identification number: A593218726).

Jane Doe (2006). *Assessment and Management of Childhood Obesity*. Journal of Experimentsl Psychology. vol 55 p 1-21 (ID A593218726)

Doe, J. (2006). Assessment and management of childhood obesity. Journal of Experimental Psychology. 55, 1-21. Retrieved October 20, 2007

Assessment and Managgement of Childhood Obesity, A593218726, Journal of Experimental Psychology, 2006, accessed on 10/20/2007, Expanded Academic ASAP Database.

Question 23 Short Answer

In the space provided, please describe the research steps you would take to find a scholarly article on the following topic: Medical Tourism. (You do not have to find an article for this survey, just

find an article. Myself, I wouldn't use proquest or ebco host till I really had to. It just didn't work for me too well. Not enough specilized articles for this class.

Go to OC library website
 click on ebcohost
 click on all databases
 click cinahl with full text and Health source: nursing/academic edition
 type in medical tourism

Since we are looking for an article what I would do is go into either proquest or ebcohost and type in the search engine "Medical Tourism". Also before I clicked search I would click the box that says full text because abstract articles dont give enough information to write a good paper. Then after I clicked search I would find a paper that directly related to the country studied or the cultural group.

Question 24 Short Answer

Compare your first article research assignment with the last article research assignment and the critical essay. Are you more confident now in using scholarly databases to access journal articles than you were before taking this class (and/or taking the BSN classes this quarter)? Please explain in the space provided.

Unanswered Responses

0

Given Answers

I have been lucky so far no problems finding research articles

Absolutely! Each time I access the liabrary via the computer I learn something new and feel more comfortable. My hope is that OC library will expand Cinahl, Pubmed and Anthrosource. I am very concerned about this. Especially since I will not have access to UWT library next year should I decide to continue at OC.

Yes, it is much easier now using the databases provided and the two different libraries. I have found that the two libraries have different information so I would have to check both for the research.

Not especially, I had a lot of experience before I came to this class.

I feel alot more comfortable searching for scholarly articles cause i now know how to tell the difference between a scholarly article or report compared to a individual article or essay that may have no credentials or accurated information. I also have learned about alot more databases that i can access to provide scholarly articles compared to a broad internet search.

Yes. With the help of the librarians, these assignments and this class it really made the resources like the databases a lot easier to use.

Yes, I definitely am. Overall that is the most valuable skill that I have learned all quarter. I feel that I was able to express myself adequately prior to starting this program and did not need the mental stress of writing so many papers. An adult learner needs to know how and where to find the answers to questions and how to find evidence, not regurgitate what they have found. This quarter was a great learning opportunity for that.

I feel way more confident using the data bases now. On my first article, I simply used Google. However, on my last, I checked the articles on ProQuest first off. It's a question of familiarity I think. Once I knew what I was doing, it was no problem at all.

More confident but still leary of utilizing the search engines.

It has become easier for me to access information but I feel that I still have a long way to go and a lot to learn.

i do feel more confident although i feel i still have more to learn about research this has been somewhat overwhelming

Yes, i can feel more confident using the system now, however, i have used Proquest in the past

I have had previous training on how to research through the OC library from a class with Lisa Ballou, but I think that practice makes perfect. I certainly know that I am more comfortable finding articles now.

Yes...much faster and easier to find what I am looking for.

I had no clue how to research using the OC or UWT library databases before this class began, now I do feel pretty comfortable researching both databases.

The first time I had to research an article, it was very frustrating. I had never been to a database for researching before. I did not know what I was doing and where to look. Even how to log on was difficult at first. Taking Nursing 350 and Anthropology has helped me tremendously in learning how to use certain databases.

Yes I am. The first assignment seemed to take me forever just to find one article that seemed even closely relevant. Now I can quickly search through each database to find an article that I need in no time.

yes, I think so. I know what to look for and how to find it more quickly.

Question 25 Short Answer

In addition to the databases OC already provides, what kinds of other databases and library resources do you suggest Olympic College Libraries need for students in courses like Anthropology 335 and the BSN courses? Please explain in the space provided. This is the last question of the survey. Thank you for your participation!

Unanswered Responses

1

Given Answers

Anthro source seemed like a good database for anthropology information but isnt accessible without membership.

there is nothing else i can think of at this time, the resorces are great. However the only thing is, for example the interlibrary loan we were not able to use due to the short amount of time we had to complete the assignment, the same goes for the books being in reserve for the course for only two weeks which is not enough time to complete the work done.

more medical journals with accessible articles

Keeping a partnership with UW Libraries would be very helpful

As I previously indicated Anthrosource was a wonderful resource for me through UWT while I was enrolled in Anthropology 335. I would strongly recommend this database. I also believe that the current data base such as cinahl truly needs to be expanded. I am not sure if OC has access to Pub med or not. But if not, I strongly recommend this database as well especially if OC is going to provide a BSN program.

Specilized, nationally known databses would help. Specifically those for Anthropology journals or other schools with bigger anthropology departments.

My first request would be for Proquest, as I said before it was my favorite. I liked the layout, easy to use and up to date on the UW site. Also, I used Pubmed and Anthrosource, these two would also be very helpful to have. Without these three sites, it would be hard to take these classes and be successful. It would be quite frustrating. Also, the library needs more copies of the books that we needed to read for the critical essay in Anthro 335. We could only check out the books for 2 weeks and in many cases there was only one copy. This made it very difficult to finish my

essay, so I ended having to purchase the book at Barnes and Noble. com and wait for it to be shipped to me. It was no longer in print to buy off the shelf. This was a little frustrating, would have been easier if there was more copies available to check out for 3-4 weeks.

I found that attempting to find articles for the critical essay was very difficult. So much so that I chose to read a book instead. I had no idea how to access article that addressed each of the requirements.

No other detabases needed. It is easy to access the public library from OC if needed

I did find that the UW library system had access to more current articles. One article I wanted was not available yet in full text when I located it in the OC system through Proquest, but when I did the same search through UW, I was able to get the full text.

I think they have very good databases already and it seemed to do all the work that I needed. Maybe more databases in the medical profession since OC is now incorporating the BSN program and more people will want databases to look for articles for projects or maybe just for researching something they didn't know. Overall I am thankful that OC provides great information for free, it sure was a lifesaver for me!

PubMed!!! It helped with the last assignment because it took me so long to find a super specific article.

The resource page for the UW library is so much more exhaustive in the number of sources to search. I am concerned about the depth of what we will be able to search next year if we continue with OC and lose our UW status. I also often found all computers in use at the library when I went in after class. It is really great that you can print at no cost, however!!

I don't really know what other databases are out there, so I really can't request any.

Pubmed, Plos ,

The "easy to use" factor and content, of course. Sometimes waiting for an answer is not an option. Quality information quickly is important.

maybe more healthcare related full text in journals. sometimes only can get the abstract of the article.